Practice with Washington State Standards

Make six copies of the next three pages and cut into slips.

Write the group names on the board.

Get them into five more or less same-sized groups: two ELA groups (Writing and Language), one Social Studies, one Science, and one Visual Arts.

Everyone gets a slip of paper appropriate for their group and follows directions.

For example (and feel free to use this one if you ever get enough math folks…):

High School Math > Algebra

1. Examine the given state standard on your own.

Interpreting functions F-IF

*Understand the concept of a function and use function notation*

What kind of target is it, fact, concept, skill or disposition?

2. Join the content-alike group and seek consensus on this classification.

3. This is a unit-level LT. Work with your group to write three supporting lesson-level LTs, one fact, one concept, and one skill (either introduced or practiced) that would support the overall unit-level target and that would work for a single period.

(3.8). If you dare, write a disposition LT that would serve the same unit-level target.

4. Be ready to discuss your work with the whole class.

High School Science

1. Examine the given state standard on your own.

HS-ESS1-5 Earth's Place in the Universe

*Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.*

What kind of target is it, fact, concept, skill or disposition?

2. Join the content-alike group and seek consensus on this classification.

3. This is a unit-level LT. Work with your group to write three supporting lesson-level LTs, one fact, one concept, and one skill (either introduced or practiced) that would support the overall unit-level target and that would work for a single period.

(3.8). If you dare, write a disposition LT that would serve the same unit-level target.

4. Be ready to discuss your work with the whole class.

9/10th Grade Social Studies

1. Examine the given state standard on your own.

EALR 4: History …

4.2.3 *Analyzes and evaluates how technology and ideas have shaped world history (1450—present).*  
Example: Analyzes the costs, benefits, and long-term consequences of Adam Smith’s ideas in the Wealth of Nations.

What kind of target is it, fact, concept, skill or disposition?

2. Join the content-alike group and seek consensus on this classification.

3. These are unit-level LTs. Work with your group to write three supporting lesson-level LTs, one fact, one concept, and one skill (either introduced or practiced) that would support the overall unit-level target and that would work for a single period.

(3.8). If you dare, write a disposition LT that would serve the same unit-level target.

4. Be ready to discuss your work with the whole class.

9/10th Grade English / Language Arts > Writing

1. Examine the given state standard on your own.

CCSS.ELA-Literacy.W.9-10.1  
*Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.*

What kind of target is it, fact, concept, skill or disposition?

2. Join the content-alike group and seek consensus on this classification.

3. These are unit-level LTs. Work with your group to write three supporting lesson-level LTs, one fact, one concept, and one skill (either introduced or practiced) that would support the overall unit-level target and that would work for a single period.

(3.8). If you dare, write a disposition LT that would serve the same unit-level target.

4. Be ready to discuss your work with the whole class.

9/10th Grade English/Language Arts > Language

1. Examine the given state standard on your own.

CCSS.ELA-Literacy.L.9-10.5  
*Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.*

What kind of target is it, fact, concept, skill or disposition?

2. Join the content-alike group and seek consensus on this classification.

3. These are unit-level LTs. Work with your group to write three supporting lesson-level LTs, one fact, one concept, and one skill (either introduced or practiced) that would support the overall unit-level target and that would work for a single period.

(3.8). If you dare, write a disposition LT that would serve the same unit-level target.

4. Be ready to discuss your work with the whole class.

High School Visual Arts

1. Examine the given state standard on your own.

**Anchor Standard 7**

Perceive and analyze artistic work.

**Performance Standard** (VA:Re7.1.II)  
a*. Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.*

What kind of target is it, fact, concept, skill or disposition?

2. Join the content-alike group and seek consensus on this classification.

3. These are unit-level LTs. Work with your group to write three supporting lesson-level LTs, one fact, one concept, and one skill (either introduced or practiced) that would support the overall unit-level target and that would work for a single period.

(3.8). If you dare, write a disposition LT that would serve the same unit-level target.

4. Be ready to discuss your work with the whole class.